

Virginia Advisory Committee for the Education  
of the Gifted

Draft

Reference Guide for Local Gifted Education  
Plan Development and Evaluation

Initial Components:

Identification

Professional Development

**Reference Guide for Local Gifted Plan Development and Evaluation  
Identification Component**

| <b>VIRGINIA REGULATION</b>   | <b>RESEARCH-BASED PROCESS INDICATORS</b>  | <b>LOCAL PLAN REQUIREMENTS<br/>PLAN REVIEW CRITERIA</b>   | <b>BENCHMARK INDICATORS<br/>ANNUAL REPORT</b>   |
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| Each school division shall establish a uniform procedure with common criteria for screening and identification of gifted students.<br><b>8 VAC 20-40-40 A</b>  | A comprehensive and cohesive division process for student nomination must be coordinated in order to determine eligibility for gifted education services.<br><b>National Association for Gifted Children (NAGC) Standards: Identification 1</b>   | Goals: This section includes the division's five-year goals for each of the five components listed below. These goals serve as the targets against which the division will evaluate its growth and development.<br><b>Identification</b><br>Curriculum Development<br>Delivery of Services<br>Staff Development<br>Parent and Community Involvement<br><b>Virginia Department of Education Peer Review Guidelines (VDOE Guidelines) Part I, Section C</b>   |   |
| These [identification] procedures will permit referrals from school personnel, parents, or legal guardians, other persons of related expertise, peer referral, and self referral of those students believed to be gifted.<br><b>8 VAC 20-40-40 A</b>   | The school district should provide information annually regarding the process for nominating students for gifted education programming services in a variety of languages.<br><b>NAGC Standards: Identification 1.0E</b><br>The nomination process should be ongoing and screening of any student should occur at any time.<br><b>NAGC Standards: Identification 1.1E</b><br>Nomination procedures and forms should be available in a variety of languages.<br><b>NAGC Standards: Identification 1.2E</b> | Plan describes the screening process used to create a pool of potential candidates, K-12 for any area of giftedness.<br><b>VDOE Guidelines: Part II, Section B, Item 1a</b><br>Plan describes how direct referrals are solicited; who can refer; how appropriate forms are obtained; to whom those forms are returned; timeline for their acceptance; how information about the referral process is made available to parents of students K-12 and others.<br><b>VDOE Guidelines: Part II, Section B, Item 1b</b> | Annual Report, Programs for the Gifted (annual report) indicates that referrals are received from all segments of the school community. |
| Pertinent information, records, and other performance evidence of referred students will be examined by a building-level or division-level identification committee. Further, the committee(s) will determine the eligibility of the referred students for differentiated program services.<br><b>8 VAC 20-40-40 A</b> | A comprehensive and cohesive division process for student nomination must be coordinated in order to determine eligibility for gifted education services.<br><b>NAGC Standards: Identification 1</b><br>A student assessment profile of individual strengths and needs must be developed to plan appropriate intervention.<br><b>NAGC Standards: Identification 3</b>   | Plan includes description of the membership and organization of the school-based or division-wide identification/placement committee that includes an advocate for the child.<br><b>VDOE Guidelines: Part II, Section B, Item 3</b><br>Plan describes how the committee determines which of its programs demonstrate a match between the assessed potential of the student and options provided.  |   |

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|   |  | <i><b>VDOE Guidelines: Part II, Section B, Items 5 &amp; 6a</b></i>  |   |
| Each school division shall maintain division review procedures for students whose cases are appealed. This procedure shall involve individuals, the majority of whom did not serve on the Identification/Placement Committee.<br><b>8 VAC 20-40-40 B</b>  | Written procedures for student identification must include at the very least provisions for the informed consent, student retention, student reassessment, student exiting, and appeals procedures.<br><b>NAGC Standards: Identification 5</b>   | Plan describes how the appeals process works; the members of or how the committee is established; and provides the timeline from the point that an appeals is received until the division responds formally to it.<br><b>VDOE Guidelines: Part II, Section B, Items 7 &amp; 8c</b>   |   |
| Eligibility of students for programs for the gifted shall be based on multiple criteria for screening and identification established by the school division... Multiple criteria shall include four more of the following categories:<br><ol style="list-style-type: none"> <li>1. Assessment of appropriate students products, performance, and/or portfolios</li> <li>2. Record of observation of in-classroom behavior</li> <li>3. Appropriate rating scales, checklists, and/or questionnaires</li> <li>4. Individual interview</li> <li>5. Individual or group administered aptitude tests</li> <li>6. Individual or group administered achievement tests</li> <li>7. Record of previous accomplishments (such as awards, honors, grades, etc.)</li> <li>8. Additional valid and reliable measures or procedures</li> </ol> Inclusion of a test score in a | All student identification procedures and instruments must be based on current theory and research.<br><b>NAGC Standards: Identification 4</b><br>Student assessment data should come from multiple assessment methods.<br><b>NAGC Standards: Identification 4.0 E</b><br>Student assessment data should represent an appropriate balance of reliable and valid quantitative and qualitative measures.<br><b>NAGC Standards: Identification 4.1E</b> | Plan identifies four or more criteria to be used in the identification/ placement process.<br><b>VDOE Guidelines: Part II, Section B, Item 2</b><br>Plan includes an identification procedures that clearly specifies how elements are collected; who administers which instruments; who collects and summarizes information used to lead to an eligibility decision.<br><b>VDOE Guidelines: Part II, Section B, Item 4a</b><br>Plan describes how eligibility decisions are made.<br><b>VDOE Guidelines: Part II, Section B, Item 4b</b><br>Plan includes a statement that the division does not allow any one single criterion to deny or guaranteed access to gifted program services.<br><b>VDOE Guidelines: Part II, Section B, Item 4c</b> |   |

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| division identification plan does not indicate that an individual student must score at a prescribed level on the test(s) to be admitted to a program. No single criterion shall be used in determining students who qualify for, or are denied access to, programs for the gifted.<br><b>8 VAC 20-40-50</b>   |   |  |   |
| Eligibility of students for programs for the gifted shall be...designed to seek out high aptitude in all populations.<br><b>8 VAC 20-40-50</b>   | Instruments used for student assessment to determine eligibility for gifted education services must measure diverse abilities, talents, strengths, and needs in order to provide students an opportunity to demonstrate any strengths.<br><b>NAGC Standards: Identification 2</b>   | Plan describes specific strategies to be used to screen and identify special populations of gifted learners. ( <i>This includes groups identified in the "No Child Left Behind" federal legislation.</i> )<br><b>VDOE Guidelines: Part II, Section B, Item 1c</b>  | Annual report indicates the demographic composition of those students referred for evaluation. Annual report indicates the demographic composition of those students receiving gifted education services. |
| If a program is designed to address general intellectual aptitude, aptitude measures must be included as one of the categories in the division identification plan. If a program is designed to address specific academic aptitude, an achievement or an aptitude measure in the specific academic area must be included as one of the categories in the division identification plan. If a program is designed to address either the visual/performing arts or technical/practical arts aptitude, a performance measure in the specific aptitude must be used.<br><b>8 VAC 20-40-50</b> | Instruments used for student assessment to determine eligibility for gifted education services must measure diverse abilities, talents, strengths, and needs in order to provide students an opportunity to demonstrate any strengths.<br><b>NAGC Standards: Identification 2</b><br>A student assessment profile of individual strengths and needs must be developed to plan appropriate intervention.<br><b>NAGC Standards: Identification 3</b><br>An assessment profile should reflect the gifted learner's interests, learning styles, and educational needs.<br><b>NAGC Standards: Identification 3.1E</b><br>Student placement data should be collected using an appropriate balance of reliable and valid quantitative and qualitative measures with adequate evidence of reliability and validity for the purpose of identification.<br><b>NAGC Standards: Identification 5.0E</b> | Plan identifies four or more criteria to be used in the identification/placement process; includes names, dates, or versions of tests where appropriate. Separate forms should be provided for each program, or items should be clearly marked to indicate in which program specific measures are used.<br><b>VDOE Guidelines: Part 11, Section B, Item 2a</b> |   |

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| <p>A. Each school division shall submit to the Department of Education for approval a plan for the education of gifted students. Modifications to the plan shall be reported to the Department of Education on dates specified by the Department. The plan shall include the components as follows:<br/> <b>8 VAC 20-40-60 A</b></p> | <p>A comprehensive and cohesive division process for student nomination must be coordinated in order to determine eligibility for gifted education services.<br/> <b>NAGC Standards: Identification 1</b><br/> District guidelines and procedures should be reviewed and revised when necessary.<br/> <b>NAGC Standards: Identification 5.1E</b></p>   | <p>Plan provides one goal statement in each of the following components of gifted education:<br/> <b>Identification</b><br/> Curriculum Development<br/> Delivery of Services<br/> Staff Development<br/> Parent and Community Involvement<br/> <b>VDOE Guidelines Part I, Section C</b><br/> Plan provides a series of objectives and activities to support the goal statement(s) indicated in Part I of the plan.<br/> <b>VDOE Guidelines Part III, Item a</b><br/> Plan provides evidence that a goal, objective, activity, and timeline are in place.<br/> <b>VDOE Guidelines Part III, Item b</b></p>                             | <p>Annual report indicates referrals at all levels from kindergarten through secondary graduation.</p> |
| <p>3. Procedures for the early and on-going identification and placement of gifted students beginning with kindergarten through secondary graduation, in at least one of the four defined areas of giftedness.<br/> <b>8 VAC 20-40-60 A</b></p>  | <p>Assessment should be responsive to students' economic conditions, gender, ethnicity, language, developmental differences, and handicapping conditions.<br/> <b>NAGC Standards: Identification 2.1E</b><br/> Students identified in all designated areas of giftedness within a school district should be assessed consistently across grade levels.<br/> <b>NAGC Standards: Identification 2.2E</b><br/> Student assessments should be sensitive to all stages of talent development.<br/> <b>NAGC Standards: Identification 2.3E</b></p> | <p>Plan indicates that the division offers services continuously in either General Intellectual Aptitude or Specific Academic Aptitude, grades K-12.<br/> Services for Visual and Performing Arts or Practical and Technical Arts are optional.<br/> <b>VDOE Guidelines: Part II, Section A</b><br/> Plan describes the screening process used to create a pool of potential candidates, K-12.<br/> <b>VDOE Guidelines: Part II, Section B, Item 1a</b><br/> Plan describes specific strategies to be used to screen and identify special populations of gifted learners.<br/> <b>VDOE Guidelines: Part II, Section B, Item 1c</b></p> | <p>Annual report indicates referrals at all levels from kindergarten through secondary graduation.</p> |
| <p>4. A procedure for notifying parents/legal guardians when additional testing or additional information is required during the identification process and for obtaining permission prior to the</p>  | <p>Written procedures for student identification must include at the very least provisions for the informed consent, student retention, student reassessment, student exiting, and appeals procedures.<br/> <b>NAGC Standards: Identification 5</b></p>  | <p>Plan describes how direct referrals are solicited; who can refer; how appropriate forms are obtained; to whom those forms are returned; timeline for their acceptance; how information about the referral process is made available to parents of students, K-</p>  |  |

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| <p>placement of students in an appropriate program.<br/><b>8 VAC 20-40-60 A</b></p>  |  | <p>12 and others.<br/><b>VDOE Guidelines: Part II, Section B, Item 1b</b><br/>Plan describes when (at what stages) parents will be notified about placement decisions, diagnostic re-evaluation, or other prescribed monitoring of student progress.<br/><b>VDOE Guidelines: Part II, Section B, Item 5 &amp; 6b</b><br/>Plan clearly indicates the specific amount of time the division has to make eligibility decisions based on direct referrals from parents, school staff, or other persons.<br/><b>VDOE Guidelines: Part II, Section B, Item 4e</b></p>   |                                       |
| <p>5. A policy for notifying gifted students' change of placement within, and exit from a program, which includes an opportunity for parents who disagree with the committee(s) decision to meet and discuss their concern(s) with an appropriate administrator.<br/><b>8 VAC 20-40-60 A</b></p> | <p>Written procedures for student identification must include at the very least provisions for the informed consent, student retention, student reassessment, student exiting, and appeals procedures.<br/><b>NAGC Standards: Identification 5</b></p> | <p>Plan notes whether, how, and when reevaluation takes place; and how this differs from a change in services request.<br/><b>VDOE Guidelines: Part II, Section B, Item 7 &amp; 8a</b><br/>Plan notes who can initiate a change in services request; how students may be exited from the program; and whether or not they remain eligible for services<br/><b>VDOE Guidelines: Part II, Section B, Item 7 &amp; 8b</b><br/>Plan describes how the appeals process works; the members of or how the committee is established; and provides a timeline from the point that an appeal is received until the division responds formally to it.<br/><b>VDOE Guidelines: Part II, Section B, Item 7 &amp; 8c</b></p> |                                       |
| <p>A. The [local] plan shall include the components as follows:<br/><b>8 VAC 20-40-60 A</b></p>  |  |  |                                       |

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| 6. Assurances that records are maintained according to "Management of Student's Scholastic Record in the Public Schools in Virginia."   |  | Plan includes assurances that records are maintained according to Management of Student's Scholastic Record in the Public Schools in Virginia.<br><b>VDOE Guidelines: Part IV, Section B</b>   |   |
| 7. Assurances that (I) testing and evaluation materials selected and administered are sensitive to cultural, racial, and linguistic differences.  | Assessments should be provided in a language in which the student is most fluent, if available.<br><b>NAGC Standards: Identification 2.0</b><br>Assessment should be responsive to students' economic conditions, gender, developmental differences, handicapping conditions, and other factors that mitigate against fair assessment practices.<br><b>NAGC Standards: Identification 2.1E</b><br>Student assessment should be sensitive to all stages of talent development.<br><b>NAGC Standards: Identification 2.3E</b>        | Plan includes assurance that testing and evaluative materials selected and administered are sensitive to cultural, racial, and linguistic differences. <i>(This includes groups identified in the "No Child Left Behind" federal legislation.)</i><br><b>VDOE Guidelines: Part IV, Section B</b> |   |
| 7. Assurances that (ii) identification procedures are constructed so that they identify high potential/ability in all underserved culturally diverse, low socio-economic, and disabled populations. | Instruments used for student assessment to determine eligibility for gifted education services must measure diverse abilities, talents, strengths, and needs in order to provide students an opportunity to demonstrate any strengths.<br><b>NAGC Standards: Identification 2</b><br>Assessment should be responsive to students' economic conditions, gender, developmental differences, handicapping conditions and other factors that mitigate against fair assessment practices.<br><b>NAGC Standards: Identification 2.1E</b> | Plan includes assurances that identification procedures are constructed so that they identify high potential/ability in all underserved culturally diverse, low socio-economic, and disabled populations.<br><b>VDOE Guidelines: Part IV, Section B</b>  |   |
| 7. Assurances that (iii) standardized tests have been validated for the specific purposes for which they are used.  | All student identification procedures and instruments must be based on current theory and research.<br><b>NAGC Standards: Identification 4</b>   | Plan includes assurances that standardized tests have been validated for the specific purpose for which they are used.<br><b>VDOE Guidelines: Part IV, Section B</b>   |   |
| 7. Assurances that (iv) instruments are administered and interpreted by trained personnel in conformity with the instructions of their producers.   | All student identification procedures and instruments must be based on current theory and research.<br><b>NAGC Standards: Identification 4</b>   | Assurances that instruments are administered and interpreted by trained personnel in conformity with the instructions of their producers.<br><b>VDOE Guidelines: Part IV, Section B</b>  |   |

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| A. The [local] plan shall include the components as follows:<br><b>8 VAC 20-40-60 A</b>  |  |   |   |
| 11. Procedures for the selection/evaluation of teachers and for the training of personnel to include administrators/supervisors, teachers, and support staff.<br><b>8 VAC 20-40-60 A</b>   | A comprehensive staff development program must be provided for all school staff involved in the education of gifted learners.<br><b>National Association for Gifted Children (NAGC) Standards: Professional Development 1</b>  | Plan indicates methods used to select teachers of the gifted.<br><b>Virginia Department of Education Peer Review Guidelines (VDOE Guidelines) Part II, Section E, Item 2</b><br>Plan indicates methods used to evaluate teachers of the gifted.<br><b>VDOE Guidelines: Part II, Section E, Item 3c</b>  | Annual Report, Programs for the Gifted (annual report) data on number of designated gifted education teachers with gifted endorsement.<br>Annual report data on number of designated gifted education teachers with advanced degrees in field.<br>Annual report data on number of designated gifted education teachers with degrees in gifted education.<br>Annual report data on number of designated gifted education teachers with local training. |
| <b>STANDARDS OF ACCREDITATION</b>  |  |   |   |
| REGULATIONS ESTABLISHING STANDARDS FOR ACCREDITING PUBLIC SCHOOLS IN VIRGINIA<br>Program of instruction and learning objectives<br>B. Instruction shall be designed to accommodate all students, including those with disabilities, and those identified as gifted/talented, and those who have limited English proficiency. Each school shall provide students identified as gifted/talented with instructional programs taught by teachers with special training or experience in working with gifted/talented students.<br><b>8 VAC 20-131-70</b> | Only qualified personnel should be involved in the education of gifted learners.<br><b>NAGC Standards: Professional Development 2</b><br>All personnel working with gifted learners should participate in regular staff development programs.<br><b>NAGC Standards: Professional Development 2.0E</b><br>All specialist teachers in gifted education should possess a certification/specialization or degree in gifted education.<br><b>NAGC Standards: Professional Development 2.1E</b><br>Only teachers with advanced expertise in gifted education should have primary | Plan indicates by title and area of giftedness, those teachers considered full-time teachers of the gifted and the required training they must have to teach students identified as gifted.<br><b>VDOE Guidelines: Part II, Section E, Item 1a</b><br>Plan indicates by title and area of giftedness, those teachers considered part-time teachers of the gifted and the required training they must have to teach students identified as gifted.<br><b>VDOE Guidelines: Part II, Section E, Item 1b.</b> | Annual report data on number of designated gifted education teachers with gifted endorsement.<br>Annual report data on number of designated gifted education teachers with advanced degrees in field.<br>Annual report data on number of designated gifted education teachers with degrees in gifted education.<br>Annual report data on number of designated gifted education teachers with local training.  |



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|   | responsibility for the education of gifted learners.<br><b>NAGC Standards: Professional Development 2.2E</b>  |  |  |
| A. The [local] plan shall include the components as follows:<br>8 VAC 20-40-60 A<br>11. Procedures for the...training of personnel to include administrators/supervisors, teachers, and support staff.<br><b>8 VAC 20-40-60 A</b> | <b>Context Standards</b><br>Staff development that improves the learning for all students.<br><b>National Staff Development Council's Standards for Staff Development – 2001</b>  | Goals:<br>This section includes the division's five-year goals for each of the following five components listed below. These goals serve as targets against which the division will evaluate its growth and development.<br>Identification<br>Curriculum Development<br>Delivery of Services<br><b>Staff Development</b><br>Parent and Community Involvement<br><b>VDOE Guidelines: Part I, Section C.</b> | Annual report data on number of designated gifted education teachers with gifted endorsement.<br>Annual report data on number of designated gifted education teachers with advanced degrees in field.<br>Annual report data on number of designated gifted education teachers with degrees in gifted education.<br>Annual report data on number of designated gifted education teachers with local training. |
|   | Organizes adults into learning communities whose goals are aligned with those of the school and district.<br>(Learning Communities)<br><b>National Staff Development Council's Standards for Staff Development – 2001</b> | Using the goals established in Part I, Section C, the five-year plan will be submitted.<br><b>VDOE Guidelines: Part III<br/>Plan for the Education of the Gifted<br/>School Division Staff Development Plan</b>  |  |
|   | Requires skillful school and district leaders who guide continuous instructional improvement.<br>(Leadership)<br><b>National Staff Development Council's Standards for Staff Development – 2001</b>                       | <b>VDOE Guidelines: Part III<br/>Plan for the Education of the Gifted<br/>School Division Staff Development Plan</b>   |  |

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|   | Requires resources to support adult learning and collaboration.<br>(Resources)<br><b>National Staff Development Council's Standards for Staff Development – 2001</b>   | <b>VDOE Guidelines: Part III Plan for the Education of the Gifted School Division Staff Development Plan</b>   |  |
| A. The [local] plan shall include the components as follows:<br><b>8 VAC 20-40-60 A</b><br>11. Procedures for the...training of personnel to include administrative/ supervisors, teachers, and support staff.<br><b>8 VAC 20-40-60 A</b> | <b>Process Standards</b><br>Staff development that improves the learning of all students.<br><b>National Staff Development Council's Standards for Staff Development – 2001</b>  | Goals:<br>This section includes the division's five-year goals for each of the following five components listed below. These goals serve as targets against which the division will evaluate its growth and development.<br>Identification<br>Curriculum Development<br>Delivery of Services<br><b>Staff Development</b><br>Parent and Community Involvement<br><b>VDOE Guidelines: Part I, Section C.</b> | Annual report data on number of designated gifted education teachers with gifted endorsement.<br>Annual report data on number of designated gifted education teachers with advanced degrees in field.<br>Annual report data on number of designated gifted education teachers with degrees in gifted education.<br>Annual report data on number of designated gifted education teachers with local training. |
|   | Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)<br><b>National Staff Development Council's Standards for Staff Development – 2001</b> | <b>VDOE Guidelines: Part III Plan for the Education of the Gifted School Division Staff Development Plan</b>   |  |
|   | Uses multiple sources of information to guide improvement and demonstrate its impact.<br>(Evaluation)<br><b>National Staff Development Council's Standards for Staff Development – 2001</b>  | <b>VDOE Guidelines: Part III Plan for the Education of the Gifted School Division Staff Development Plan</b>   |  |
| A. The [local] plan shall include the components as follows:<br><b>8 VAC 20-40-60 A</b><br>11. Procedures for the...training of   | <b>Process Standards</b><br>Staff development that improves the learning of all students.<br><b>National Staff Development Council's</b>   | Goals:<br>This section includes the division's five-year goals for each of the following five components listed below. These goals   | Annual report data on number of designated gifted education teachers with gifted endorsement.<br>Annual report data on number of   |

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| personnel to include administrative/supervisors, teachers, and support staff.<br><b>8 VAC 20-40-60 A</b>   | <b><i>Standards for Staff Development – 2001</i></b>   | serve as targets against which the division will evaluate its growth and development.<br>Identification<br>Curriculum Development<br>Delivery of Services<br><b>Staff Development</b><br>Parent and Community Involvement<br><b>VDOE Guidelines: Part I, Section C.</b> | designated gifted education teachers with advanced degrees in field.<br>Annual report data on number of designated gifted education teachers with degrees in gifted education.<br>Annual report data on number of designated gifted education teachers with local training. |
|  | Prepares educators to apply research to decision-making. (Research-Based)<br><b><i>National Staff Development Council's Standards for Staff Development – 2001</i></b>                   | <b><i>VDOE Guidelines: Part III<br/>Plan for the Education of the Gifted<br/>School Division Staff Development Plan</i></b>   |   |
|  | Uses learning strategies appropriate to the intended goal. (Design)<br><b><i>National Staff Development Council's Standards for Staff Development – 2001</i></b>                         | <b><i>VDOE Guidelines: Part III<br/>Plan for the Education of the Gifted<br/>School Division Staff Development Plan</i></b>   |   |
|  | Applies knowledge about human learning and change. (Learning)<br><b><i>National Staff Development Council's Standards for Staff Development – 2001</i></b>                               | <b><i>VDOE Guidelines: Part III<br/>Plan for the Education of the Gifted<br/>School Division Staff Development Plan</i></b>   |   |
|  | Provides educators with the knowledge and skills to collaborate. (Collaboration)<br><b><i>National Staff Development Council's Standards for Staff Development – 2001</i></b>            | <b><i>VDOE Guidelines: Part III<br/>Plan for the Education of the Gifted<br/>School Division Staff Development Plan</i></b>   |   |
| A. The [local] plan shall include the components as follows:<br><b>8 VAC 20-40-60 A</b><br>11. Procedures for the...training of personnel to include administrative/ | <b><i>Content Standards</i></b><br>Staff development that improves the learning of all students.<br><b><i>National Staff Development Council's Standards for Staff Development –</i></b> | Goals:<br>This section includes the division's five-year goals for each of the following five components listed below. These goals serve as targets against which the division  | Annual report data on number of designated gifted education teachers with gifted endorsement.<br>Annual report data on number of designated gifted education  |

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| supervisors, teachers, and support staff.<br><b>8 VAC 20-40-60 A</b> | <b>2001</b>   | will evaluate its growth and development.<br>Identification<br>Curriculum Development<br>Delivery of Services<br><b>Staff Development</b><br>Parent and Community Involvement<br><b>VDOE Guidelines: Part I, Section C.</b> | teachers with advanced degrees in field.<br>Annual report data on number of designated gifted education teachers with degrees in gifted education.<br>Annual report data on number of designated gifted education teachers with local training. |
|  | Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)<br><b>National Staff Development Council's Standards for Staff Development – 2001</b>  | <b>VDOE Guidelines: Part III<br/>Plan for the Education of the Gifted<br/>School Division Staff Development Plan</b>  |   |
|  | Deepens educators content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments.<br>(Quality Teaching)<br><b>National Staff Development Council's Standards for Staff Development – 2001</b> | <b>VDOE Guidelines: Part III<br/>Plan for the Education of the Gifted<br/>School Division Staff Development Plan</b>  |   |
|  | Provides educators with knowledge and skills to involve families and other stakeholders appropriately.<br>(Family Involvement)<br><b>National Staff Development Council's Standards for Staff Development – 2001</b>  | <b>VDOE Guidelines: Part III<br/>Plan for the Education of the Gifted<br/>School Division Staff Development Plan</b>  |   |